

COURSE OUTLINE

ANTHROPOLOGY 9230B-200

Advanced Disability and Health in Local and Global Worlds

Winter 2020

Wednesdays, 2:30-4:30 + one hour online

Instructor: Pamela Block

Office: SSC 3425

Office hours: Monday 10-12

Email: pblock@uwo.ca

Credit value: 0.5 credit

Modality: Blended – 2 hours in class and 1 hour online

Calendar Description: This course will provide students with a foundation to think critically about occupying and decolonizing health and disability and to use an anthropological lens to provide students with skills to critically evaluate health-occupation- and disability-related experiences both locally and globally.

Course Syllabus:

This is a course about intersections. Disability cuts across age, gender, class, caste, occupation, religion- or does it? By some measures, people with disabilities are the largest minority group in the world today. In this course, we critically examine both the experiences of people with experiences with disability or chronic health conditions as well as the politics and processes of writing about such experiences through an anthropological lens. Indeed, questions of representation are perhaps at the core of this course. Is there such a thing as an international or universal disability experience? What does it mean to be disabled or have a chronic health condition in different social, economic, and political contexts in today's world?

In the beginning of the course, we will develop an anthropological foundation from which to talk about local and global contexts as well as disability. We will consider issues of local development, globalization, and transnationalism (Note: of specific relevance to MER students). We will ask whether disability is a universal category and we will consider how experiences of health, illness, disability, and debility vary

over temporal and special contexts. We will engage in “concept work” by analyzing the relationships between disability and impairment and we will critically evaluate the different models employed to think about disability. In doing so, we will rethink (perhaps) previously taken for granted understandings of disability and health and we will also engage with broader questions about international development, human rights, the boundaries of the nation, the family and other kinship affiliations, and identity and community formation (Note: Of specific relevance to MER students). How is occupying and decolonizing health and disability both a productive analytic and a lens for thinking about pressing questions and concerns in today’s world?

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Evaluate disability, occupation and health in diverse local and global political, economic, and social contexts
- Analyze the role that development or policy initiatives have played historically and currently in occupying and decolonizing disability and health
- Evaluate what is specific and what is universal about diverse health and disability experiences
- Understand the multi-disciplinary and inter-disciplinary nature of disability studies and key debates in the field
- Remember terms, definitions, and controversies regarding health and disability
- Analyze readings competently and critically
- Work collaboratively with a group of peers to develop shared understandings of class readings and to prepare regular oral presentations on those themes

Course Materials:

For this course we will use the textbook: *Occupying Disability: Critical Approaches to Community, Justice, and Decolonizing Disability* and supplemental readings posted on OWL.

Evaluation:

Discussion Participation – 30%

Graduate Students will have their own separate online forum to develop their scholarship and discuss supplemental readings. They will be expected to touch base regularly with the course instructor either virtually, during office hours, or by appointment. Students will work with the course instructor to develop an individualized set of supplemental readings. These materials will be selectively shared and discussed with other graduate students and will be incorporated into their essay assignments. It is expected that graduate students will complete written assignments and supplemental readings that are relevant to their certificate requirements or specified area of expertise (e.g. Migration and Ethnic Relations, Women's, Gender and Sexuality Studies, Disability Studies, Occupational Science, Critical Race Studies etc.).

Graduate students will be expected to actively engage in all online and in-class spaces shared with undergraduates. You will post and bring discussion questions (DQs) and Real World Reflections (RWR) on the readings. I will be expecting you to share DQs and RWRs for the main reading assignments both in class and online in the undergraduate forum. Discussion questions should be essay-type questions that don't have a simple yes or no answer. Real World Reflections can be anything that connects the readings to something from your experiences out in the world. They might be drawn from literature, film, social media, news articles, blogs or personal experiences. During the semester we may engage in breakout groups and other in-class assignments related to DQs and RWRs.

The first 10 minutes of class we will discuss the online quiz (optional for grad students required for undergrads at least 15 minutes before the beginning of class), followed by a brief 30-minute lecture/discussion (highlighting the broader context of the work or scholar under consideration, rather than explaining the reading itself), then students will engage in seminar-style discussion either as a whole class (70 min) or in discussion groups (20 min), and then each group will report back to the class as a whole with their insights (50 min). Online forums will give students opportunities to further discuss their thoughts on DQs and RWRs or to create new ones. The 30% discussion participation grade will include online and in person discussions. Student self-evaluations should include a description of their participation strategy (e.g. did you primarily participate online or in class, and

briefly provide some examples). Half of your participation grade will be awarded at midterm and half at the completion of the course.

Essays – 40%

Twice, during this course, you will be expected to turn in a paper of 2000 words (up to 2500 words will be accepted) or alternative modality (video, graphic narrative etc.) on a topic of your choosing related to issues related to the readings and class discussions. The first essay is due via on-line submission between February Feb 8-11th (final submission deadline is February 11th 1pm) and the second essay due between March 31-April 3. Final submission deadline for the second essay is via on-line submission at 11:55 pm (just before midnight) April 3rd. Accommodations or extensions to these deadlines may be provided on a case by case basis upon formal request, possibly in consultation with students' academic counselors.

Note: Examples of possible essay formats may be to: compare readings or analyze or synthesize the authors' differing approaches. You may write in support or disagreement with the authors, discussing what you consider to be the strengths and weaknesses of the approaches used in the readings. You are expected to provide evidence for all your assertions using the texts assigned or in supplemental materials. Use your DQs and RWRs to explore possible topics. Essays may be expansions of these.

In the first two weeks of the semester you will develop a supplemental reading list with the help of the course instructor – you will be expected to complete these readings and incorporate them into the graduate discussion forum and your midterm and final essay assignments.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Final Presentations and Peer Reviews 30%

Final Group (or Individual) presentations will be worth 20% of your grade for the course. Presentations should be recorded. Recordings and supplementary materials (e.g. poster, powerpoints, alternative media such as animations, graphic narratives etc.) will be due March 20-23 but no later than Monday, March 23rd by 11:55 pm. Note that these presentations must be accessible to everyone in the class (e.g. if there are people with hearing impairment the presentation must be captioned and the images must be described if there are people with vision impairment). These recordings will be posted online and classmates will watch and complete a peer evaluations from March 23-April 1st but no later than April 1st by 11:55 pm. Completing these peer evaluations constitutes 10% of your grade.

Course Specific Conditions Required to Pass this Course

As an essay-designated course, both writing assignments and the final presentation must be submitted and receive passing grades in order to pass this course.

Weekly Schedule

Week	Date	Topic	Reading
1	Jan 7 (2 hour)	1. Introduction 2. Krips, Cops and Occupy	Chapters 1-2
2	Jan 14 (2 hour)	3. Minimata 4. Movements at War Supplemental Reading List and First Essay Topic Due	Chapters 3-4
3	Jan 21 (2 hour)	5. Landings 6. Occupying Autism	Chapter 5-6
4	Jan 28 (2 hour)	7. Scenes and Encounters 8. Artistic Therapeutic Treatment Second Essay and Presentation Topics Due	Chapters 7-8
5	Feb 4 (2 hour)	9. Situational Analysis...Jamaica, Trinidad and Tobago 10. Neoliberal Academia and...Disability Studies	Chapters 9-10
6	Feb 11 (2 hour)	11. Soul Searching Occupations 12. Refusing to Go Away Half of Class Participation Date will be posted Final Submission Date for First Essay	Chapters 11-12

February 15-23 Spring Reading Week

7	Feb 25 (2 hour)	13. Why Bother Talking 14. Occupying Seats, Occupying Space Occupying Time 15. My World, My Experiences	Chapters 13-15
8	Mar 3 (2 hour)	16. Beyond Policy 17. Self Advocacy and Self Determination 18. Should Robots be Personal Assistants	Chapters 16-18
9	Mar 10 (2 hour)	19. Crab and Yogurt 20. Occupying Disability Studies in Brazil	Chapters 19-20
10	Mar 17 (2 hour)	21. Black and Blue 22. Blindness and Occupation	Chapters 21-22
		Presentations Due March 20-23. Final Due date March 23rd 11:55pm.	
11	Mar 24 (2 hour)	23. Surviving Stevenage 24. If Disability is a Dance Who is the Choreographer	Chapters 23-24
12	Mar 31 (2 hour)	25. Editor's Summary 26. Science (Fiction), Hope and Love: Conclusion	Chapters 25-26
	Due Dates	Peer Reviews Due March 24-April 1st. Final Due date April 1st 11:55pm. Second Essay Due March 31- April 3rd. Final Due Date April 3rd 11:55pm	

Course Specific Statements and Policies:

Statement on Seeking Special Accommodations:

Please see your academic counsellor immediately if you will be seeking accommodations based on medical or compassionate grounds. Providing accommodations becomes increasingly difficult the later the request is received, and it is best to communicate with your instructor or with your academic counselor as soon as possible about any specific needs and requests.

Statement on Plagiarism:

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing. It is also a scholastic offence to submit the same work for credit in more than one course. Plagiarism is a major scholastic offence.

Policy on Technology and Collective Access:

Collective access is the attempt for all members of the classroom community to support each other in getting our needs met so that this course will be a positive and successful for everyone. Laptops and tablets are permitted for note-taking and related uses in class. As class participation is a significant portion of the class grade, please do what you need to do to be as present and engaged as possible, in ways that will not detract from others' ability to engage. If use of a device or other strategy (knitting, pacing, stretching, sitting or lying on the floor, removing yourself for a brief moment etc.) helps you focus better, than please do it! However, be also mindful of your class mates access needs and make sure that what you are doing for yourself is not taking away from others' ability to engage.

Collective access is an important aspect of group discussion as well. Be clear with your discussion-mates about your needs and preferences for successful participation in group discussions.

Institutional Statements and Policies

All students should familiarize themselves with Western's current academic policies regarding accessibility, plagiarism and scholastic offences, and medical accommodation. These policies are outlined, with links to the full policies, at: http://anthropology.uwo.ca/undergraduate/academic_policies.html